

Texas Education Agency Standard Application System (SAS)

2018–2019 Transformation Zone Planning Grant		
Program authority:	P.L. 114-95; ESEA of 1965, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	January 15, 2018, to July 13, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 17 NOV 30 PM 3:49 DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, November 30, 2017	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement. Applications must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Division of System Support and Innovation: DSSI@tea.texas.gov ; (512) 463-7582	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Austin Independent School District	227901		
Vendor ID #	ESC Region #	DUNS #	
	13	076933746	
Mailing address	City	State	ZIP Code
1111 West 6 th Street	Austin	TX	78703

Primary Contact

First name	M.I.	Last name	Title
Mary		Thomas	Director, State & Federal Acct
Telephone #	Email address		FAX #
512-414-3280	Mary.Thomas@austinisd.org		

Secondary Contact

First name	M.I.	Last name	Title
Milli		Christner	Administrative Supervisor
Telephone #	Email address		FAX #
512-414-4860	Milli.Christner@austinisd.org		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Alison		Fears	Administrative Supervisor, State & Federal Acct
Telephone #	Email address		FAX #
512-414-9965	Alison.Fears@austinisd.org		

Signature (blue ink preferred)

Date signed

Alison Fears

11/30/2017

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:	Amendment # (for amendments only):
--------------------------------------	------------------------------------

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letters of support from community stakeholders	Include letters of support from the superintendent, board chair, and at least one community organization or local funder in support of the LEA applying for the Transformation Zone Planning Grant. The letters must include the specific and measurable commitments that stakeholders will make to support the planning and implementation process. Do not include more than three letters.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that it will work, in good faith, with the Zone Design Partner that TEA identifies for the LEA.
4.	The applicant provides assurance that the superintendent will participate in at least four planning or design sessions with the Zone Design Partner.
5.	The applicant provides assurance that it will identify a full-time project manager to lead the Transformation Zone planning process. The project manager could be an existing employee, such as a Chief Innovation or Transformation Officer or related role.
6.	If one does not already exist, then the applicant provides assurance that it will commit to an aggressive timeline to recruit, select, and hire a dedicated innovation or transformation or similarly titled officer for the LEA and that this officer will be hired by the end of the planning grant period.
7.	The applicant provides assurance that the dedicated innovation or transformation officer or similarly titled person responsible for the Zone effort, will report directly to the superintendent.
8.	The applicant provides assurance that it will submit a Transformation Zone Plan to TEA, in a TEA approved format, for review by May 18, 2018.
9.	The applicant provides assurance that it will submit a final Transformation Zone Plan to TEA, in a TEA approved format, by June 22, 2018. This plan will be the basis for awarding implementation grants.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID:	Amendment # (for amendments only):
--------------------------------------	------------------------------------

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Total direct costs:		\$	\$	\$	\$
5.	Indirect cost (%):		\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID:

Amendment # (for amendments only):

Provide a brief overview of how the TZ will apply promising practices related to governance, autonomy, partnerships, school redesign, talent, academic supports, or related activities to all LEA campuses. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Background. AISD's Transformation Zone (TZ) plan will focus on a cluster of elementary schools and middle schools (all designated Priority or Focus) in Northeast Austin. The district's decision to establish a zone of autonomous schools is an outgrowth of a community-driven school improvement strategy. An earlier planning team developed the Northeast Austin Plan designed to increase socioeconomic integration, improve human capital, provide innovative academic programming, create modern facilities, and strengthen parent and community engagement and support. A follow-up stakeholder engagement process produced a draft document, *Diversity by Design*, that recommends the district improve and expand educational offerings in order to strengthen achievement of neighborhood students and reclaim and retain neighborhood families who will increase the socioeconomic diversity of the schools. The TZ structure will advance this vision by (1) providing the autonomy school leaders need to customize and adapt as needed to meet recruitment and performance goals; (2) creating teaching and learning conditions that attract and retain the highest qualified educators to these schools, and (3) applying a performance framework and accountability structure that drives continuous improvement.

Governance. AISD recognizes that **independent governance** has been established in other district zones as a means of ensuring the performance focus, agility, and sustainability of the zone. The district will explore this approach, engaging community stakeholders to study the option of setting up a non-profit organization with an independent governing board to manage the zone. We anticipate that the zone board would include the superintendent as well as school board representation. Further, we anticipate that the non-profit board would be granted a **Subchapter C charter** that reflects the aspirations of the Northeast Austin community and that the charter would incorporate a **performance contract** aligned to the framework by which the zone board would monitor and manage the schools. Additionally, the district will explore the opportunity to enter into a partnership with the zone board that meets the requirements of **Senate Bill 1882**.

Autonomy. AISD leaders and the TZ project manager will work with key stakeholders to delineate the specific scope of authority granted zone schools. As a general matter, schools will have significant **autonomy over people, time, budget, and academic program**. In order to effectuate school-level autonomy, the district will **re-envision the role of central office** with respect to these schools in keeping with its broader commitment to "create an effective, agile, and responsive organization." More specifically, during the planning period, the district's administrative team will work with its Zone Design Partner to learn how other districts have shifted from playing an *operator* role to that of a *service provider*. As part of the autonomy afforded zone schools, district services (e.g., professional development) will be offered as a discretionary purchase to the schools. This shift will require significant effort on the part of the central office team, including ascertaining the fair value of services offered.

Partnership with Successful Management Organization. AISD will work closely with the Zone Design Partner to identify organizations – perhaps via an RFP process – with a track record of success managing a cluster of autonomous schools in accordance with a charter. These organizations will be vetted in collaboration with the zone board and other community-based stakeholders to determine whether one or more is equipped to support development of the non-profit zone management organization (ZMO). (The Subchapter C charter will be granted to the ZMO; the contracted management organization will provide on-the-ground capacity-building assistance to the ZMO in cooperation with the Zone Design Partner.) Evaluation of potential technical assistance partners will include review of their **success in selecting and implementing academic supports and strategies** that meet the needs of students served.

Talent Recruitment, Development, Reward, Retention. AISD has been implementing a range of strategies focusing on attracting and retaining highly effective educators and leaders at Title I schools generally and within Northeast Austin specifically. Strategies include novice-teacher mentoring, cultivating teacher empowerment, leadership pathways, differentiated compensation based on role and contribution, and improved recruitment and hiring processes at these schools. The TZ offers the opportunity to turbocharge these strategies and add related elements required for strong teacher and leader pipelines and comprehensive talent management strategy.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID:			Amendment # (for amendments only):		
Program authority: P.L. 114-95; ESEA of 1965, as amended by ESSA, Title I, Part A, Section 1003, School Improvement					
Grant period: January 15, 2018, to July 13, 2018			Fund code: 211		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$178,052	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$220,000	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$27,500	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$21,129	\$
Grand total of budgeted costs (add all entries in each column):			\$425,552	\$21,129	\$446,681

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID:		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1			
2			
3			
Program Management and Administration			
4 Chief Innovation/Transformation Officer		1	\$60,000
5 Transformation Zone Project Manager	1		\$85,000
6			\$
7			\$
8			\$
9			\$
10			\$
11			\$
Auxiliary			
12			
13			
14			
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15			
16			
17			
18			
19			
20			
Other Employee Positions			
21 Title			\$
22 Title			\$
23 Title			\$
24	Subtotal employee costs:		\$145,000
Substitute, Extra-Duty Pay, Benefits Costs			
25			
26			
27			
28 6140 Employee benefits			\$33,052
29			
30	Subtotal substitute, extra-duty, benefits costs		\$33,052
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$178,052

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID:		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Qualified Zone Design Partner, matched with LEA by TEA	\$200,000
2	Search firm for recruitment of Chief Innovation Officer	\$ 20,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$220,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$220,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID:		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$12,000
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$12,000
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$4,000
Grand total:		\$27,500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) you intend to serve and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TZ planning grant will initially serve six elementary campuses and two of their feeder middle schools, each of which is designated as Priority or Focus School and located in the northeast region of the district. The initial schools were selected for participation in the zone based on (1) their performance history; (2) needs assessments focused on both student and educator needs; and (3) a broad-based community engagement process.

Performance History. Each of the elementary schools is significantly underperforming. Student achievement during the 2016-2017 School Year is indicative of a long-term pattern. The table below identifies key performance issues at each of the schools.

	STAAR Percent at Approaches Grade Level or Above	Statewide
Norman ES	All grades/Approaching Standard/Writing: 37%	67%
Pickle ES	All grades/Approaching Standard/All Subjects: 57%	75%
Barrington ES	All grades/Meeting Standard/2 or More Subjects: 30%	48%
Jordan ES	All grades/Meeting Standard/2 or More Subjects: 25%	48%
Oak Springs ES	All grades/Meeting Standard/2 or More Subjects: 27%	48%
Overton ES	All grades/Meeting Standard/2 or More Subjects: 30%	48%
Garcia YMLA MS	All grades/Meeting Standard/2 or More Subjects: 22%	48%
Means YWLA MS	All grades/Meeting Standard/2 or More Subjects: 16%	48%

Focused Needs Assessments. Specific programmatic and talent-related needs of the schools were identified through the campus improvement planning process, development of the district's Equity Plan, and formative evaluations of the district's former REACH initiative and Educator Excellence Innovation Program grants. These processes included a variety of needs assessment methodologies. For instance, the campus improvement planning process included reviews of student climate surveys that highlight the need for educator-driven student engagement strategies that foster healthy, constructive learning environments without removing students from the classroom. Moreover, during its evaluation of the REACH program, a federally-funded strategic compensation and new teacher mentoring initiative implemented at five of the six elementary schools proposed for the zone, the district's Department of Research and Evaluation analyzed TELL working condition survey results, conducted educator focus groups, and constructed a multi-measure analysis of mentored teacher effectiveness. This comprehensive assessment confirmed the value of teacher leadership pathways (via mentoring roles) for both the mentoring and mentored teachers while identifying opportunities for program improvement. These findings have shaped the district's thinking about the potential of value of a TZ as a mechanism for incubating more next-generation versions of strategic teacher empowerment practices. Further, in preparing its District Equity Plan, the district determined that high-poverty schools have, on average, over 12% more inexperienced teachers than affluent schools. This finding also informs the district's intent to use the TZ to create conditions that attracted experienced, effective teachers to the high-poverty schools participating in the zone.

Community Engagement Process. In the spring of 2017, the district launched a broad-based community engagement process focused on the pattern of economic segregation persisting in district schools. AISD serves diverse communities in Austin, but many individual schools remain economically segregated. Approximately 53% or more than 43,000 AISD students are considered economically disadvantaged, but economically disadvantaged students are concentrated in certain parts of the district. Schools located in the northeast region of the district (which includes the schools that will initially populate the zone) show a particular lack of economic diversity. Consequently, the AISD Board of Trustees requested a socioeconomic integration plan for AISD schools, beginning with Trustee District 1. The district convened a Diversity by Design Steering Committee (DDSC) composed of parents, students, community members, and business representatives. This process resulted in a draft report issued in September 2017 that proposed several strategies to intentionally increase the socioeconomic integration of schools in District 1, most of which are in Northeast Austin.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Too few students at the eight schools are approaching, meeting, or mastering the state standard.	The TZ will establish and sustain two conditions that together enable educators and students to excel. Autonomy. Research confirms that high-performing urban schools thrive in part because educators at the school are empowered to make decisions regarding staffing, curriculum, school culture, calendar, and budget. This broad professional autonomy enables educators to meet the needs of the students they serve. Accountability. A clear, sustained focus on student outcomes is the second condition necessary to raise achievement. By defining its achievement expectations in a performance contract with the zone management organization (ZMO), the AISD school board will ensure that student interests prevail over those of adults.
2.	Too few highly effective educators are attracted and enabled to excel at the identified elementary schools.	T-Zone conditions will attract and enable excellent educators and leaders. The most qualified educators crave the chance to apply their skills and creativity without the constraints of centralized, one-size-fits-all policies. Because the TZ structure protects educator autonomy, the schools within that zone will become beacons of opportunity to the most qualified teachers and leaders -- those who, because of their ability and sense of urgency about student outcomes, seek out these conditions. Further, once serving at zone schools, these educators will be unleashed to do their best work in an environment where the district's long-time vision for educator and leader empowerment (ample teacher leadership opportunities, multiple career pathways, teacher and leader-driven professional development, etc.) can take its most robust form. In short, zone schools will become highly valued schools of choice for teachers as well as families.
3.	Persistent socioeconomic segregation contributes to academic weaknesses at identified schools.	The TZ will facilitate the district's Diversity by Design strategy. This community-driven strategy charges the district with providing a richer array of educational options in order to strengthen achievement of neighborhood students and retain and reclaim neighborhood families who will increase the socioeconomic diversity of the schools. The TZ structure will advance this vision by (1) providing the autonomy school leaders need to customize and adapt as needed to meet recruitment and performance goals and (2) applying a performance framework and accountability structure that drives continuous improvement.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Confirm campuses that will be in the zone and orient Zone Design Partner	1. Provide data/needs assessment related to campuses selected	01/15/2018	02/01/2018
		2. Review assessment with Zone Design Partner	02/01/2018	02/15/2018
		3. Facilitate introductory meetings with Zone Design Partner and district stakeholders	02/15/2018	02/22/2018
		4. Facilitate introductory meetings with Zone Design Partner and community stakeholders	03/05/2018	03/22/2018
2.	Develop initial zone plan, including governance, management, and specific strategies	1. Facilitate site visits to zone exemplars (e.g., Springfield, Denver)	04/02/2018	04/13/2018
		2. Preliminarily determine required competencies and stakeholder representation of non-profit board	04/16/2018	04/17/2018
		3. Preliminarily identify non-profit governing board	04/18/2018	04/20/2018
		4. Collaborate with Zone Design Partner to facilitate strategic planning sessions with work group	04/23/2018	04/25/2018
3.	Solicit and incorporate stakeholder feedback	1. Convene stakeholders to review draft Zone governance, management, and campus transformation strategies	04/30/2018	05/02/2018
		2. Collaborate with Zone Design Partner to incorporate stakeholder feedback	04/23/2018	04/25/2018
4.	Develop TZ plan	1. Conduct kickoff meetings for final planning stage	05/10/2018	05/11/2018
		2. Provide TEA with a preliminary TZ plan		05/18/2018
		3. Provide TEA with a final TZ plan		06/22/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Part 2: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently has three educator empowerment projects underway: the Educator Excellence Innovation Program (EEIP), a new Human Capital Management System (HCMS) that continues and builds upon the most successful elements of the district's U.S. Department of Education Teacher Incentive Fund (TIF)-funded REACH program, and its District Equity Plan. The EEIP is a state-funded grant program that funds innovation in teacher supports and leadership opportunities. AISD was awarded \$2M for the 2014-2016 period; the grant was renewed for an additional two years. The district has used these funds to build a culture of high-quality, school-based supports and leadership opportunities for teachers to help induct, develop, and continuously grow as professionals throughout their careers. The schools proposed for inclusion in the zone were not targeted by the EEIP, but evaluation findings will inform zone design. Beginning in 2007, the district's REACH initiative paired strategic compensation with the New Teacher Center's comprehensive induction model at a subset of high-need schools including five of the six elementary schools that will participate in the TZ. The district's Department of Research and Evaluation regularly captures program impact and opportunities for program improvement. Many of these lessons have been incorporated into the new HCMS and provide a touchstone for zone schools as they iterate on these and other talent development strategies. The District Equity Plan additionally aligns with and reinforces the zone's role in attracting, supporting, and retaining highly effective teachers in high-poverty schools.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 1: Demonstrate how the TZ strategy aligns to and accelerates the broader strategy of the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TZ will be designed to advance the AISD Strategic Plan 2015-2020, *Reinventing the Urban School Experience Together*. The plan includes three core commitments: (1) All students will graduate college-, career-, and life ready; (2) We will create an effective, agile, and responsive organization; and (3) We will create vibrant relationships critical for successful students and schools. The TZ aligns with the following implementation strategies under the plan.

Sharpening Focus on Student Outcomes. The AISD board is in the process of implementing the **Lone Star Governance (LSG)** system as a means of ensuring that all students graduate ready for college, career, and life. **The LSG system, like the TZ performance framework, is grounded in clear student outcome goals, explicit accountability, and transparent reporting.** The board's embrace of these principles at the district level is mutually reinforcing with the zone structure.

Empowering Educators. Each of the district's core commitments is activated through educator empowerment. The district has been building and refining a human capital system that invests progressively more authority in its teaching force. (This progression is described in more detail under Program Requirement 6). The devolution of decision-making authority to school-based educator teams within the TZ represents the next stage in the district's talent work. **The flexibility afforded educators within the zone is expected to generate new models that push our thinking about ways the district can elevate the role and impact of educators more broadly.**

Diversity by Design. The plan for diversifying the socioeconomic composition of district schools is central to our community's vision for the district. AISD serves diverse communities in Austin, but many individual schools remain economically segregated. Approximately 53% of all AISD students, or more than 43,000 students, are considered economically disadvantaged; however, economically disadvantaged students tend to be concentrated in certain geographic parts of the district. This lack of diversity is particularly pronounced in schools located in the northeast region of the district (which includes the six elementary and two middle schools that will initially populate the zone). Accordingly, the broad-based dialogue that generated the plan identified Trustee District 1 as the pilot geography for the plan. The TZ will be located within that geography and provide conditions that enable school-teams to maximize their creativity in reimagining the ways schools can accelerate student learning in an environment that reflects and respects the diversity of our city. **Moreover, the zone structure and continuous improvement practices will ensure that the diversity plan contributes to demonstrable and significant academic gains for neighborhood students.**

Reimagining Schools of Choice. AISD has long offered schools of choice, but until recently some of these schools have relied on selective admission criteria that put a premium on prior academic learning opportunities. In 2016, the district began revamping enrollment criteria with an equity lens. **The TZ will provide additional opportunities for the district to develop and iterate effective equity-driven enrollment policies for its schools of choice.**

District of Innovation. In 2015, the Texas Legislature authorized districts to adopt innovation plans that identify the range of exemptions from state law the district selects to activate. The district's Innovation Plan carries forward its commitments to "create an effective, agile, and responsive organization" and to "create vibrant relationships critical for successful students and schools." The TZ is the frontier of this new regulatory geography. **The zone offers an opportunity for school teams, rather than centralized administrators, to lead this journey.** Further the assistance of the Zone Design Partner (and the more specialized technical assistance partners it recommends) will be an enormous advantage in using the zone to gains insights for district-wide innovation purposes.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:	Amendment # (for amendments only):
--------------------------------------	------------------------------------

TEA Program Requirement 2: Articulate why the LEA believes a TZ structure will be effective at transforming the campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Overarching Benefits

School Focused. The TZ reflects the core beliefs that schools are the unit of success and that front-line educators, those who know our students best, are the true agents of that success. The school is the locus of action; the farther away decisions are made, the less likely they are to be informed by current conditions and needs.

Sets Conditions for Strong Execution. School-level decisions tend toward deeper buy-in and more effective implementation than top-down district policies.

Talent Magnet. Talented, mission-driven teachers and leaders seek out school environments that give them freedom to do their best work.

Accountability for Locally-Defined Student Outcomes. The performance frameworks that are the hallmarks of effective zones enable the community to clarify, publicize, and hold schools accountable for the student outcomes they value highest. Multi-measure performance frameworks provide zone leaders with formative information needed for targeted improvement efforts. Ultimately, this framework undergirds accountability action when and where necessary. These practices move the performance curve to the right, increasing the share of students served by highly effective schools.

AISD TZ Design Features

AISD will, in collaboration with its Zone Design Partner, incorporate features that enable the district to fully leverage the principles above. These features include:

Structured Continuous Improvement Process. In addition to the higher-level performance framework, the zone will double-down on a structured continuous improvement process to ensure participating campuses get on and stay on a steep trajectory of improvement. The Zone leadership team will facilitate a structured continuous improvement cycle. The Zone team will collect multiple data indicators throughout the year in order to give school leaders and educators the opportunity to review their data with an expert coach and make decisions on how to adjust their model. This data will span formative academic data, data on chronic absenteeism and other behavioral metrics, stakeholder feedback data from parents, students, and teachers, common on-track indicators, and more. School leaders will examine real-time data from their own campuses and Zone leaders will analyze data across schools and beyond the Zone for comparative purposes. As the Zone leadership team collects more and more data over time, they will be able to determine which indicators are predictive and how to best improve performance on them.

Peer Learning Cohorts. Some leaders and educators have not been prepared for success in an environment of robust autonomy. Autonomy is a resource and like other types of resources there are skills that must be developed to use it wisely. In order to build this skillset across zone schools, the Zone Management Organization, with the initial assistance of the Zone Design Partner, will cultivate a tight-knit network of zone schools that facilitates relationship building, best practice sharing, and learning. Not only will school teams make decisions based on their own data, but they also have access to data from the other schools through the peer learning cohort. School teams can see what's working at other schools and adopt best practices along the way. When one school makes an adjustment that is ultimately successful, all schools can benefit.

Dedicated Talent Pipeline. AISD has been steadily improving its ability to attract, develop, and retain a strong teaching and leading force at its Title I schools. The Zone Leadership team will have the opportunity to apply and improve the practices in place thus far and to introduce new avenues for the most qualified educators and leaders to migrate to zone schools. This pipeline will be a key focus of the district's work with our Zone Design Partner.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:	Amendment # (for amendments only):
--------------------------------------	------------------------------------

TEA Program Requirement 3: Explain how the applicant educated key stakeholders about this application for a TZ grant and the TZ strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Community-Driven Approach. The zone concept is an outgrowth of a community-driven school improvement strategy. This strategy is grounded in stakeholder conversations dating back to 2010, when the East Austin Schools Committee developed the East Austin Schools Plan to address the needs of schools in the LBJ, Reagan, and Eastside Memorial vertical teams. The plan focused on college readiness and differentiated support, including goals for staff recruitment and retention and quality professional development, along with literacy and numeracy plans. The East Austin Schools Plan implemented several new and innovative programs including Early College High Schools and Early College Prep schools.

In 2014, in response to concerns raised by the Texas Civil Rights Project (TCRP) regarding unequal access to educational resources, AISD conduct an equity self-assessment in accordance with guidance provided to all school districts by the U.S. Department of Education's Office of Civil Rights. The Board of Trustees established an oversight committee on Excellence through Equity, Diversity, and Inclusion, and the district began a series of steps to assess and address equity in AISD.

Additionally, the Imagine Northeast Austin Committee met from Spring 2015 to Spring 2016 to develop a proposal for school design for a potential school in the Mueller neighborhood in the northeast region. The committee proposed a variety of recommendations for increasing the enrollment of Northeast Austin students in magnet programs and other advanced academic programs, and also recommended providing teacher training to address cultural bias, and creating subsidized housing for teachers. In Spring 2016, the committee's scope was expanded to include the development of a comprehensive regional plan that would benefit students and the community in Northeast Austin.

Subsequent to the Imagine Austin meetings, the Northeast Austin Planning Team built upon the work of the previous planning teams, the East Austin Schools Plan, and the Imagine Northeast group. In December 2016, the Northeast Austin Planning Team presented the Northeast Austin Plan for review. The plan focuses on human capital, academic programming, renovation, and construction of new facilities to strengthen academic achievement, increase enrollment, and desegregate schools in the northeast sector of the district (LBJ and Reagan vertical teams and Kealing feeder pattern). The district's recent successful bond election incorporated these priorities.

Leadership Commitment. As delineated throughout this proposal, the TZ is envisioned as a mechanism for achieving the vision articulated by the community over the past several years. The TZ planning period and technical assistance resources will provide the opportunity to gather additional community input concerning the specifics of the zone structure. As indicated in the accompanying letters of support, district and board leadership are enthusiastic in their support of this planning proposal and are committed to rigorous exploration of the zone model.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 4: Articulate what the applicant hopes to accomplish with the TZ, including but not limited to, changes in campus level operating conditions and campus level outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Anticipated Changes in Campus Operating Conditions. Schools within the zone will be supported to assume increasing autonomy over an array of functions previously reserved for the central office. Below are possible domains of discretion and ways that discretion could be deployed:

- **Budget:** spending aligned with school priorities; stipends/differentiated compensation; optional services; partnerships with technical assistance providers.
- **Staffing:** new positions that meet school needs; teacher leadership roles; teacher- and leader-driven professional development; targeted recruitment and pipeline opportunities.
- **Academic Program:** alternative high-quality curriculum; personalized intervention; engaging enrichment; alternative high-quality formative interim assessments; incubation of innovation (e.g. technology, arts, etc.).
- **Schedule:** extended learning time; spring break and summer academies; teacher collaboration time.

Anticipated Changes in Campus Outcomes. Although specific outcomes will be determined via a rigorous goal-setting process with the support of the Zone Design Partner, the following is a preliminary list of outcomes the district expects to improve across zone schools:

- **Academic Outcomes:** attainment of and sustained growth toward grade-level performance and masters grade-level performance.
- **Other Student Outcomes:** enrollment; attendance; behavior; socioeconomic diversity; other quality indicators identified by the school community and zone leadership and approved by the board of trustees in the charter and performance contract.
- **Talent:** recruitment, development, retention, impact.
- **Stakeholder Satisfaction and Engagement:** student/parent/teacher/community survey feedback steadily improves.

Anticipated Changes in District Organizational Effectiveness. In addition to campus-level outcomes, the TZ should catalyze improvement in district operations more generally. At a minimum, the zone should have impact on the following:

- **Central Office Service:** increased effectiveness; reduction of service cost per student; increased campus satisfaction (all as consequence of transparency and campus feedback facilitated by campus discretionary purchasing model).
- **Schools of Choice (outside zone):** student outcomes and equity steadily improves (as consequence of effective practice migrating from zone to other schools operating under choice model).

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 5a: Select up to two key zone strategies the applicant intends to prioritize and use with campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Identifying and partnering with high quality charter management organization(s) to operate one or more campuses in the zone.

☐ Identifying and matching campuses with high quality external school support or improvement organizations.

☐ Redesigning the campuses in the zone, in partnership with external organizations that specialize in school design, to provide a better set of educational options.

☐ Other locally developed and evidence-based strategies

☒ Developing a method of ensuring the highest quality teachers and leaders work in the campuses in the zone.

TEA Program Requirement 5b: Explain why these two specific strategies have been prioritized and what steps have been taken to implement them. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District Charter Management Organization. The district does not anticipate contracting with an external, pre-existing charter management organization; rather will work with its Zone Design Partner to develop the independent zone management organization as a new, high-quality management organization equipped to operate excellent AISD-chartered schools. The district will prioritize development of zone management capacity as a way of establishing an exemplar of district-based school network management. This approach will maximize the value of the “third way” enabled through the zone approach in three ways. This approach will maximize the value of the zone as a “third way”:

- **Effective practices pioneered by zone schools and the zone leadership team are much more likely to migrate throughout the district** if the zone management organization is viewed as a part of the district (though independently governed under contract with the board of trustees) rather than an external entity.
- Part of the attraction of the zone approach is that **schools within the zone benefit from the infrastructure and economies of scale** resident in the district. These advantages are diluted if a wholly external entity is contracted to manage the zone given the probability that the entity would rely on many of its own parallel systems.
- **Collegial, mutually beneficial relationship** is more likely to develop between the zone and central office if zone leadership is perceived as part of the district system rather than external.

Recognizing that the zone structure and management organization function are unfamiliar to AISD (as they would be to most districts), the district will work with its Zone Design Partner to identify an experienced management organization to provide on-the-ground support as the ZMO is developed. In terms of implementation steps taken thus far, staff in the district's Office of Innovation and Development have studied zone examples in Denver and Springfield, as well as the innovation management model recently initiated in San Antonio ISD to inform this proposal.

Highest Quality Teachers and Leaders. The district is reaping the benefits of its decade-long investment in a continuously improving HCMS and is poised for step-change improvement. The flexibility afforded by the zone is an opportunity to push successful practices to their next level and introduce additional innovations. Further, given the district's emphasis on educator empowerment as a critical feature of its HCMS, we anticipate that the pioneering empowerment work in the TZ will accelerate momentum in this direction district-wide. Recent steps taken toward the achieving this next level of talent effectiveness include implementation of the strategies in its Educator Excellence Innovation Program (EEIP), a new emphasis on universal access to excellent instruction in the HCMS, and, related, the new support, leadership and recruitment work under the District Equity Plan. Please see the response to Program Requirement 6 for additional information about these steps.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 6: Describe the actions the applicant has already taken to build talent pipelines that will benefit campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Background. Historically, AISD's Human Capital Management System (HCMS) for teachers included an evaluation system focused on compliance rather than teacher growth. In addition, professional development was not connected to evaluation, and teacher compensation was based on years of experience and advanced degrees. To address the limitations of the HCMS, AISD spent four years creating, piloting, and reviewing a multi-measure teacher appraisal system. AISD also implemented the REACH Strategic Compensation program for eight years, with some overlap between the two projects. Both experiences provided valuable feedback and data around appraisal components and compensation. In December 2013, AISD's Board of Trustees approved district priorities for 2014-2015, and included a directive to research and design a comprehensive system of professional pathways to recruit, develop, evaluate, compensate and retain high-quality teachers. Building on the successes of REACH and the pilot teacher appraisal system, AISD addressed the strategic priorities through the creation of a comprehensive Human Capital Management System (HCMS) for teachers, Professional Pathways for Teachers (PPfT).

Compensation. The new HCMS includes a more robust strategic compensation system that can serve as a foundation for designing attractive compensation within zone schools. The Board of Trustees approved a consultation agreement on April 25, 2016 to implement a new compensation framework beginning in the 2016-2017 school year that will be implemented over the next four years. To ensure financial sustainability, the Board has also allocated \$3 million dollars of the 2016-17 budget to be set aside for PPfT. The framework focuses on base salary, but the entire compensation system includes base-building and non-base-building elements. Teachers can earn base salary increases according to a published framework, and they can earn additional stipends for hard-to-staff positions and leadership roles. The additional points teachers may earn at persistently low-performing schools provides a recruiting strategy to bring highly-effective teachers to these campuses, and it provides a retention strategy because teachers at these campuses can move up the salary schedule more quickly providing them with an incentive to remain at their campuses. It also provides differentiated pay for effective, highly-effective, and distinguished teachers serving at a campus with high needs.

Teacher Leadership. On the individual side of professional growth, leadership pathways will provide teachers with the opportunity to develop their expertise in one of several areas of interest aligned with district priorities. These leadership pathways are intended to empower and grow all AISD teachers, allowing them to become leaders on their campuses or throughout the district in areas of district need. Teachers pursuing a leadership pathway will participate in a two-year process focused on a specific district priority (e.g., transformative technology, literacy, social and emotional learning). The process will allow teachers to earn micro-credentials in targeted topics through engagement in professional development, application of learning into practice, and reflection on the impact to their teaching. In year one, teachers will work toward two micro-credentials. Each micro-credential is worth two points in the framework, so year one leadership pathway participants could earn up to four points. In year two, teachers will complete two additional micro-credentials and then engage in a badging process that requires them to provide leadership by reviewing micro-credentials for the year one cohort. In this way, the leadership pathway process provides teachers with opportunities for both professional growth and leadership. The process should result in a self-sustaining system of ongoing professional micro-credentialing in areas that are strategic priorities or identified district needs.

Aligned Professional Development. Throughout the development of the HCMS, the working group was mindful of how professional development (PD) would work in the system. Rather than creating a separate plan or program, they incorporated PD throughout the total system. In the appraisal system, both teachers and administrators may access all of the professional development offerings aligned to the specific instructional practices or professional growth and responsibilities strands through links on the electronic appraisal results summary. Appraisals are completed in the web-based Human Capital Platform (HCP) and each rubric strand is linked to professional development that is available in the system, including district-provided PD and video content. Teachers can register for PD through the system, and appraisers can recommend or require specific PD directly from the observation and rubric forms in the appraisal.

Equity. The PPfT appraisal is designed to identify effective educators to help the district leverage these teachers at high-needs campuses. And the components of the appraisal itself address student needs with the student growth component, student learning objectives, and school-wide value-added scores, specifically intending to close achievement gaps.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 7: Articulate the qualifications of staff and any contracted services or consultants, in addition to the TEA-matched Zone Design Partners, referenced in Schedule #8 – Professional and Contracted Services that will support the planning grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

General Staffing Principles. The staffing plan described in this section pertains to *district-level* rather than zone-level staff. Zone staff will be selected by the zone management organization's (ZMO) board, beginning with the executive director of the zone. The zone's executive director will report to the ZMO board, lead ZMO support to schools within the zone, manage the small ZMO staff team, and interface with the district's Chief Innovation Officer (see below).

Chief Innovation Officer. AISD will collaborate with its Zone Design Partner to conduct a rigorous search to identify a Chief Innovation Officer (CIO) who will report directly to the superintendent. The CIO will serve as the district's day-to-day liaison with the executive director of the zone, and s/he will be charged with facilitating ZMO interactions with central office staff and clearing hurdles impairing a mutually-productive relationship. The CIO will additionally be responsible for identifying and scaling creative ideas generated within the zone across the district. The following are the minimum qualifications anticipated for the role:

- **Minimum Qualifications, Education/Certification:**

Master's degree from an accredited four (4) year college or university
Valid Mid-Management, Administrator, or Principal Certification or the ability to become Texas certificated

- **Special Knowledge and Skills:**

Demonstrated leadership skills
Ability to problem solve, think critically and manage conflicts
Ability to manage budget and personnel
Ability to collect, analyze and use multiple sources of data
Strong organizational, communication, strategic planning and interpersonal skills
Strong interest in urban education and driving improvement in student achievement
Work collaboratively to build consensus while also delivering exceptional results
Inspire, manage and collaborate with a wide variety of internal and external stakeholders at all levels
Be flexible, resilient and adaptable to changing priorities

- **Experience:**

Five (5) years successful experience as a principal or district-level administrative leader
Experience working collaboratively across key departments of a school district
Central office experience supervising principals preferred
Experience in research related to the design and implementation of new school models
Experience working with both elementary and secondary level schools and programs

In terms of salary, we are preliminarily planning on a range between \$115,000 and \$140,000 annually. The budget for this proposal allocates \$60,000 for this role recognizing, realistically, that the person will probably not be identified and on board until after the grant period is underway. The budget reflects the district's contribution of non-grant funds for a portion of the salary as an indication of our commitment to the zone strategy.

Transformation Zone Project Manager. We will engage our Zone Design Partner to support district leadership in determining the competencies required for this role and whether zone planning work would be better served by designating a long-term project manager in advance of the CIO hire or appointing a current staff member to play this role temporarily until the CIO is on board and can drive the selection.

Search Firm. The district will collaborate with its Design Partner in sourcing a top-tier search firm to identify CIO candidates.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID:

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: _____ Amendment number (for amendments only): _____

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date: _____

Via telephone/fax/email (circle as appropriate)

By TEA staff person: _____

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Program-Related Attachment – Austin ISD

Texas Education Agency – 2018-19 Transformation Zone Planning Grant

Letters of Support

1. Letter of Support from Austin ISD Superintendent, Dr. Paul Cruz
2. Letter of Support from Austin ISD School Board President, Kendall Pace
3. Letter of Support from Austin Kids First (community organization) Executive Director,
Amber Welsh

Austin Independent School District

Office of Superintendent



November 27, 2017

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue

Dear Commissioner Morath:

I'm very pleased to write this letter in support of the Austin ISD proposal seeking a planning grant to prepare for implementation of a Transformation Zone in our district.

The planning grant will enable the district to build on current initiatives to increase socioeconomic diversity in traditionally segregated schools, support the academic achievement of students, develop new academic programming, and strengthen teacher and leadership capacity for schools in the northeast region of our district. A management structure that empowers school leaders to deploy resources creatively and efficiently will advance much of our existing work.

The Austin ISD Theory of Change centers on teacher empowerment. This year, we launched three leadership pathways, which provide teachers the opportunity to develop their expertise in one of several areas of interest aligned with district priorities. Our district commitment to teacher development and leadership opportunities is directly aligned with the goals of a Transformation Zone.

Austin ISD is also committed to developing the leadership capacity of our campus principals and incorporating more campus autonomy. As a District of Innovation, we have given campuses more control of their school day and school calendar to better meet the needs of their individual students.

I am confident that the Transformation Zone planning resources will enable us to catalyze our existing efforts to ensure that students in our highest-need schools have access to rigorous academic programming and highly-effective teachers.

Thank you in advance for your consideration.

Sincerely,


Paul Cruz, Ph.D.
Superintendent

1111 West 6th Street Austin, Texas 78703-5338 (512) 414-1700 Fax (512) 414-1486
superintendent@austinisd.org www.austinisd.org

AUSTIN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

Kendall Pace, *President*
At-Large Position 9
Geronimo M. Rodriguez, Jr., *Vice President*
District 6
Julie Cowan, *Secretary*
District 4



Dr. Edmund T. Gordon, *District 1*
Dr. Jayme Mathias, *District 2*
Ann E. Teich, *District 3*
Amber Elenz, *District 5*
Yasmin Wagner, *District 7*
Cindy Anderson, *At-Large Position 8*
Paul Cruz, Ph.D., *Superintendent*

November 27, 2017

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue

Dear Commissioner Morath:

I'm writing to convey my enthusiastic support for the district's Transformation Zone planning grant proposal.

Our board has set ambitious student outcome goals that require the district to explore new strategies—especially those that enable school leaders to deploy resources in ways that achieve the most growth for the students they serve. We believe that, with the support of an expert partner, we can design a zone that (1) strengthens conditions that attract the most successful school leaders and educators to struggling schools; (2) enables school leaders to identify and effectively implement proven practices, and (3) sustains those conditions over time.

Further, given our resource constraints, our students cannot afford ambiguity. School performance targets must be explicit and progress toward those targets closely monitored. My understanding is that the performance management structure envisioned for an Austin ISD Transformation Zone does exactly that.

I applaud Superintendent Cruz and his team for exploring the Transformation Zone strategy.

Thank you for this opportunity.

Sincerely,



Kendall Pace
President, Board of Trustees
Austin Independent School District



November 27, 2017

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue

Dear Commissioner Morath:

Our organization was formed to advance equity and excellence in the Austin Independent School District. Accordingly, we support district initiatives that enable educators and leaders to accelerate progress toward these objectives.

More specifically, it is our understanding that the district will use the planning period to explore how the Transformation Zone structure can be used to create and sustain conditions in which research-based, proven strategies can be most impactful in raising student achievement. Based on this understanding, we are pleased to offer our support of the planning proposal.

We look forward to the opportunity to help facilitate community participation in this effort.

Sincerely,

A handwritten signature in black ink that reads "Amber Welsh".

Amber Welsh
Executive Director
Austin Kids First